SECRET **agent** SOCIETY® SMALL GROUP PROGRAM

SECRET AGENT SOCIETY - SMALL GROUP PROGRAM

NDIS GUIDE 2026

FOR PLAN MANAGERS, PLANNERS, SUPPORT COORDINATORS & SAS PROVIDERS

Social Science Translated

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CONTENTS

SAS SMALL GROUP PROGRAM NDIS GUIDE

What is the purpose of the SAS Small Group Program?
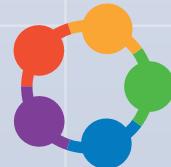
The Secret Agent Society Small Group Program (SAS-SG) is an award-winning evidence-based **skill development program** designed to help children who have social participation and emotion recognition and regulation goals.

SAS-SG empowers children to feel happier, calmer and braver while making and maintaining friendships, working in teams, and engaging in the community. Designed to captivate kids while they **explore emotion recognition, emotion regulation, problem solving, and diverse social skills in a fun way!**

The program is both evidence-based and founded on several different theoretical frameworks, cognitive function, and therapeutic approaches that are relevant to neurodivergence such as autism and other developmental and attentional disabilities, as well as child mental health:

Cognitive Profile
- ⊘ Executive Functioning
- ⊘ Perspective Taking
- ⊘ Central Coherence

Learning Style
- Visual, Verbal, Kinesthetic ⊘
- Logical, Sequential ⊘
- Self-guided, Collaborative ⊘

THEORETICAL FRAMEWORK

Behaviour Change
- ⊘ Self-Determination
- ⊘ Goal Setting
- ⊘ Behaviour Analysis

Theraputic Approach
- Cognitive Behaviour Therapy ⊘
- Acceptance & Commitment Therapy ⊘
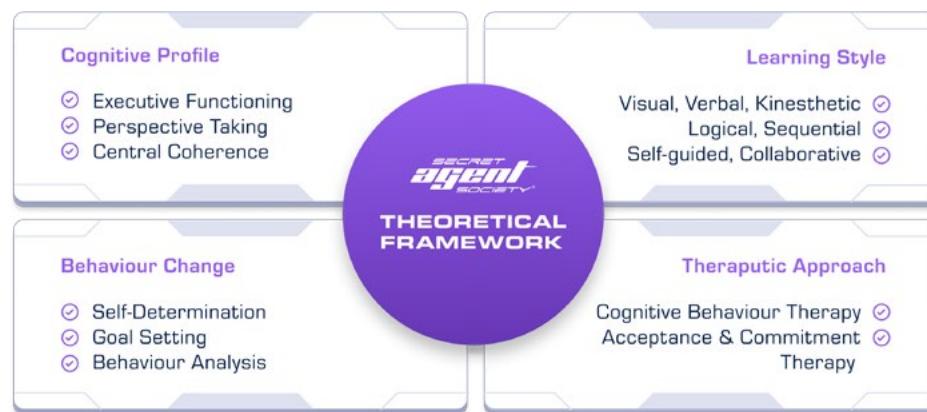
Who is SAS best suited to?

The program is designed for children 7-12 years of age with a disability who have social and emotional needs. The evidence base for the program is increasingly expanding towards 14 years of age.

SAS-SG was originally designed to use an espionage theme and computer game component to capture the interest of children on the **autism spectrum**

and provide them, via service providers, a best-practice skill building program to help reach their potential at home, school and in the community.

SAS-SG has since demonstrated significant benefits for children and families living with a range of disability and mental health challenges and co-occurring diagnoses; such as ADHD, learning difficulties, anxiety disorders and children without formal diagnoses.

Challenges with reading emotions in others or themselves, regulating emotions, working in groups, and making or keeping friendships in childhood can impact a number of life outcomes. These social-emotional challenges experienced by many children can impact educational outcomes, career, relationship status, mental health, criminal justice contact and general wellbeing outcomes later in life.

SAS builds capacity in the following areas:

- Recognise emotions in self and others;
- Express feelings in helpful ways;
- Cope with feelings of anger and anxiety;
- Understand levels of friendship;
- Communicate and play with others;
- Cope with teamwork, games, and 'losing';
- Build and maintain friendships;
- Cope with mistakes, transitions, and other challenges;
- Solve social problems;
- Detect the difference between accidents, jokes and nasty deeds;
- Detect and understanding bullying;
- Prevent and manage bullying and teasing;
- Acknowledge personal strengths and goals;
- And more.

Research has shown there are substantial lifelong benefits to be gained from effective enhancement of social-emotional skills in childhood, and this is precisely what SAS-SG provides for children.

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Does SAS align with NDIS Support Categories?

SAS-SG supports participants with their social, emotional and behavioural NDIS participant goals. Additionally, the program can facilitate the participants'/ families' **Capacity Building** in the following areas (please confirm 1 or more of these is on the participant's plan and aligns with their goals):

a. **Improved Relationships**
b. **Improved Daily Living Skills**
c. **Increase Social and Community Participation**
d. **Therapeutic supports**

For some participants **Core Supports** and **Assistive Technology** may also be utilised to assist a child's participation in the program, the application of new skills in the community, and the adult Mentor support role.

For summary on commonly used Support Items for the components please refer to the Appendix, for specific information refer to the NDIS Price Guide.

Can SAS be claimed as a whole program?

A potential way of claiming the use of the program is the NDIS's **Program of Support**, which was introduced and active from 2024, where the NDIS introduced the concept of a Program of Support for group- and centre-based supports, which serves as a formal agreement between the clinical or support team as a group-based support provider and the participant. It outlines the specific supports to be delivered to the participant, focusing on achieving specified outcomes. This allows providers to organise and have families agree to a series of group- or centre-based supports. The costs are mapped out for the support for the length of a program, up to a maximum of 6 months.

Once agreed (in writing), the costs for the program will not change for the duration of the program. Programs of Support may not be appropriate for all NDIS participants, and they are not mandatory, but they are well suited to how SAS is commonly delivered.

It's important to note that if participants don't attend sessions, Providers can claim for each planned session unless the participant exits the program (**with notice**).

For more information on Programs of Support please refer to the NDIS Pricing Arrangements and Price Limits 2025-26, page 35.

Is SAS Capacity Building or Maintenance Therapy?

SAS is relevant for use under both of these NDIS categories, Capacity Building therapy Supports and Maintenance Therapy Supports.

Capacity building therapy supports:

SAS helps people build skills and independence so they can do everyday activities at home, school, work, and in the community.

SAS is time-limited anda goal-focused support to be used during key school-age life stages, after a diagnosis, when circumstances change, or when learning new skills to reach the child's own goals.

SAS also includes the child's adult support network (such as parents, school teams, and community support workers) to engage in activities that support the child reach their goals while building capacity for short-term generalisation of skills and ongoing maintenance.

Maintenance therapy supports:

SAS provides maintenance therapy support options across program

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components including follow-up booster sessions, continued access to program resources for 12 months with option to extend access, and re-enrolment when suitable..

SAS includes built-in progress monitoring tools and assessment resources that support SAS Facilitators to to collaboratively set goals, measure progress, assess satisfaction, and adjust plans as needed.

How does SAS align with NDIS 'evidence-based' therapy support criteria?

SAS aligns with NDIS requirements for 'evidence-based' therapy support due to extensive up-to-date quality research, winning multiple meaningful awards, and by updating the program over time through ongoing systematic program updates to incorporate new research and best-practice evidence.

Over 25 published studies, including four randomized controlled trials (RCTs) and multiple large community evaluations, confirm SAS's effectiveness for children with a range of support needs across clinic, school, home, and telehealth or hybrid contexts.

Research studies and implementation projects involving children with Autism, Anxiety Disorders, ADHD, mild-moderate intellectual impairments, co-occurring diagnoses and other undiagnosed social and emotional needs have included collaborations amongst universities, schools, community and hospital clinics from around the globe.

With over 15 years of rigorous research supporting it, SAS studies have shown that following SAS children's social and emotional skills significantly increase and are maintained up to 1 year after the program ends. In the original RCT by Beaumont & Sofronoff (2008), 76% of children made clinically meaningful

improvements (Autism trial). In a recent RCT by Temkin and colleagues (2022), SAS was shown to be more effective than treatment-as-usual for children when used with autism, ADHD and/or anxiety. Multiple studies have shown SAS was equally effective regardless of:

a.   Age, IQ or co-occurring diagnoses, and

b.   When delivered in clinic (community and mental-health services) and school settings, in person or via remote-learning/telehealth.

SAS incorporates a built in scientist-practitioner approach to skill development and flexible individualised support. Assessment measures with demonstrated reliability and validity are included in the intervention package to evaluate children's social-emotional skill profile, track their progress through the SAS Program, and easily provide service outcome data.

Ongoing consultative support, co-design opportunities, and professional development events are provided for SAS service providers.

To find out more, visit the SST website or contact SST directly: **SAS@sst-institute.net** or 07 3720 8740.

How do I find SAS services for my Clients?

Social Science Translated (SST) website provides a free **Find an SAS Provider** search function. Families and NDIS supporters can use this service to locate their nearest SAS Provider including those who offer telehealth and/or neurodivergent-affirming approaches.

If required, please contact an SAS Provider directly to establish if they are also an NDIS Registered Provider.

Although SAS Provider accessibility is increasing across Australia, families may

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need to seek out and enrol in an SAS-SG Program outside of their usual service access. Alternatively, services and/or individual clinicians can be encouraged to complete the SAS Facilitator Training Course and become a new local SAS Provider of SAS-SG Program.

Many SAS Providers offer the program via in-person or telehealth method, and some are identifiable as offering neurodivergent-affirming approaches. If the family resides remotely, it is recommended that they contact distant SAS Providers to discuss remote delivery options.

SAS Provider listings are wholly managed by the SAS Providers themselves. SST holds no responsibility for the information contained in provider listings.

Go to **https://www.sst-institute.net/find-a-service-provider** and type in your **City/Town, State** to find providers*.

Disclaimer:

*SST trains professionals in SAS-SG program delivery and provides clinical program delivery support. It is important to note that SST itself is not an SAS Provider and is not NDIS registered.

Who is eligible to be an SAS Provider?

SAS Providers typically include **allied health, education, and other disability professionals** typically working in community/clinic, hospital, or educational settings.

To ensure program fidelity and best practice, professionals complete a **clinically lead, intensive facilitator training course** and are provided with a suite of in-depth, relevant, and evidence-based resources to maximise program delivery and client outcomes.

All SAS Facilitators have a **certificate of completion** and prior to enrolling in the program parents or caregivers may request to see this SAS Facilitator certificate.

What is the SAS program structure?

The SAS-SG consists of small group child sessions (Cadet Club Meetings), Parent Group Meetings, teacher information sessions and Teacher Tip Sheets, paired with real-life practice Missions and a Skill Tracker system to monitor and reward skill development at home and at school. Combining family and facilitator resources, the content and program structure is accessed through an intuitive and engaging software package that streamlines program delivery and participation for all child and adult users in **face-to-face** or **telehealth sessions** and between session activities.

The evidence-based curriculum captivates children with its espionage-themed games and activities including: multi-level gamified learning through the SAS Digital Headquarters (SAS Digital HQ); a virtual Helpful Thought Zapper; role-playing through the SAS Challenger Board Game; finding smart solutions with the D.E.C.O.D.E.R problem solving formula; and deciphering emotions through Secret Message Transmission Device Game.

The program includes:

- **Child Group Meetings:** delivered as 11-22 sessions of 45-90 minutes each, which includes 2-4 booster sessions.
- **Parent Group Sessions:** commence with a 2-hour parent information session, followed by 11-22 group meetings of 30-45 minutes (or as 4 x 2-hour sessions) over the course of the program.
- **School Support:** Classroom teachers are educated and updated on the skills and content children are learning and how they can support the application of skills in the classroom and playground. This occurs through a varied combination of providing a series of SAS Teacher Tip Sheets, teacher consultation, school visits, and a school staff presentation.

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- **Community Activity Support:** Leaders of activities in the community (such as sporting teams, art classes, youth group, interest-based social groups, or scouts) are provided a series of Tip Sheets to educate on the skills children learn and how to support them and other children in their community activity.
- **Missions and Mission Journal:** Between child group meetings, children participate in weekly tasks, including playing educational activities within the SAS Computer Game, skills practice activities in day-to-day life and completion of a reflection journal.
- **Skill Tracker System:** A short-term daily motivation tool to encourage

children to practise specific skills at home and school, aligned with progression through the program.

- **Assessment Measures:** Built-in Questionnaire booklets, observational assessment tool, computer game reporting and skill tracker cards, provide valuable information to guide clinical practice for each individual child as well as providing easy and comprehensive outcome reporting.
- **SAS Digital Headquarters (SAS Digital HQ):** The online gateway for children to access their club meeting activities, four levels of gamified learning, digital gadget pack, a Mission Journal for self-reflection on real life practice tasks, a multi-user Skill Tracker system, and other tools.

PROGRAM OVERVIEW
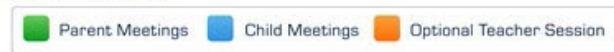
For a brief summary on commonly used Support Items for the components, please refer to the Appendix.

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How many hours should be allocated?

As there are multiple components to the program which may vary slightly across providers and across families' needs, the program can be delivered over 28 to 45 hours across multiple NDIS Support Items. Program pricing is determined by the SAS Provider and might range from $2,000 to $7,000 typically spanning an eight-month period depending on the range of the participants' needs. It may be possible to include SAS-SG as a **Program of Support**, which allows for the provider to claim a regular amount for delivering the agreed upon support (see earlier section of this guide).

If you're looking for SAS services, we recommend that you contact an SAS Provider to discuss approximate costs and program timeline. If you are an SAS Provider or planning to become an SAS Provider, review the SAS Implementation Guide. For more information on the NDIS Support Items, please refer to the NDIS Pricing Arrangements and Price Limits 2025-2026 and NDIS Support Catalogue 2025-26.

How many children can be in one group?

SAS Small Group is ideally co-facilitated by 2 trained SAS Facilitators to a group of **4-6 children, (usually splitting into 2 subgroups of 3 children for some activities).** However, SAS-SG can be facilitated by a single trained SAS Facilitator with up to 4 children.

Number of Trained SAS Facilitators	Number of Cadets
1	1-4
2	3-6

For rules surrounding Claiming for Group Supports refer to Page 34 of the NDIS Pricing Arrangements and Price Limits 2025-2026

Can SAS be delivered to an individual child?

Yes, a single SAS-SG facilitator can run the program 1:1 or with up to 4 children. Research has shown SAS-SG delivered in small groups leads to the greatest outcomes for children, published research and clinical use also support the alternative use of program in an individual format. As part of the intake process the SAS Provider will make an informed assessment as to whether a child and family are best supported with a group or streamed to an alternative individual delivery model.

During professional training, SAS Facilitators are given instructions on how to deliver SAS-SG individually.

Can SAS be delivered via telehealth?

Yes, SAS-SG can be delivered via a telehealth delivery method. Generally, SAS Providers offer a telehealth delivery when:

- families are seeking a flexible online service to meet their family needs;
- families are unable to access face-to-face services due to their location;
- during periods of suspended face-to-face services due to public health directives;
- where an online delivery is assessed as being in the best interests of the family by an allied health professional; or
- when families are required to protect their health and wellbeing.

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Is there a consumable or assistive technology resource needed?

Yes, each SAS Provider factors in an SAS Cadet Place for each child/family which may be considered a consumable digital learning resource, or assistive technology software. This software licence may be included in the program delivery costs of their service model or treated as an additional support as part of accessing the program. It includes software-based resources for the child, parent, teacher, Facilitators and therapy assistants.

The Cadet Place includes access to SAS Digital HQ where children access live SAS Club Meetings, and learning activities. Between group meetings children log in to Digital HQ to:

- review the content from Club Meetings in their Club Journal;
- review and refer to their Gadget Pack items for everyday life opportunities to use skills;
- play the four levels of learning games and quizzes;
- complete Mission Journal entries; and
- log their skills practice in the Skill Tracker.

It also provides access for SAS Mentors (usually parents, teachers, support workers and occasionally SAS Facilitators). Depending on the type of mentor and desired program input, each adult may have access to different SAS components such as:

- live Parent Group Meetings;
- Parent Meeting Notes;
- Teacher Tip Sheets;
- Cadet progress overview;
- Cadet Club Meeting Journal and Gadgets;
- Questionnaire booklets, or
- the child's Skill Tracker system.

For a brief summary on commonly used Support Items please refer to the Appendix, and for specific information refer to *NDIS Support Catalogue 2025-26 and NDIS Pricing Arrangements and Price Limits 2025-26.*

Will the family require internet access?

Yes, ideally the child and supporting adults need access to stable internet when participating in group meetings and completing SAS Digital HQ components between sessions. Other elements are able to be used offline. If the family does not have internet access through home or school the SAS Provider will discuss and recommend alternative options i.e. such as utilising a room at the service location to complete the SAS Computer Game activities and missions or working at the local library or school library.

Is SAS compatible with iPads or other tablets?

Core learning activities of SAS are designed to be for compatible tablets (e.g. iPads), laptops and desktops. For children, the Cadet Journals, Gadget Pack, Skill Tracker are available on phone sized devices. Adult mentors can use tablets, laptops, desktops and phones for the majority of their resource access.

Families are provided with access to the Mentor Enrolment Guide upon entry into an SAS-SG group. This includes an overview of the **Technical Requirements**.

Is there an eligibility intake process for families?

SST recommends that prior to program delivery, SAS providers conduct an intake assessment with each child/family to assist them in determining suitability for the program.

The SAS intake assessment typically includes interviews with the child,

the child's parents, a child's school teacher (or other staff member) and information from other medical/allied health professionals working with the child, in addition the completion of parent- and teacher-report questionnaires and child competency measures. Intake may also involve the optional SAS observational assessment at school.

Assessment results are integrated to create a profile of the child's social-emotional strengths to determine program suitability, individualise program content delivery and to determine group composition.

Can SAS be delivered with younger or older children?

The program is evidence-based for children 7-12 years of age who have social and emotional needs and the use is increasingly expanding towards 14 years of age.

The applied use of SAS goes beyond the recommended age range quite frequently. For example, practitioners use the structured program or the stand-alone tools with older and younger children when considered to be clinically and practically appropriate.

Can families access any other SAS options?

Yes, these resources can be purchased at any time.

- **SAS Computer Game Pack**
  - For flexible teaching of specific skills where SAS-SG is not appropriate.
  - Includes access to the Computer Game for 1 player, digital instruction manual and a Guide for Parents & Professionals.

- **SAS E-Telligence Pack**
  - A set of visual supports, including relaxation gadget code cards, stickers and much more.
  - This physical resource can be used to complement SAS-SG or the standalone SAS Computer Game Pack.

Some SAS Providers offer to use the SAS Computer Game Pack as a professionally-led therapy solution to their clients based on an assessment of the child and family needs. Families can also utilise it at home or with the support of their allied health or education professional in a therapy or school setting.

Need more information?

If you require any additional information, please don't hesitate to contact the SST team directly.

- **Enquires email: SAS@sst-institute.net**
- **Telephone:** (07) 3720 8740
- **Website: www.secretagentsociety.com**

Any NDIS related content has been sourced from the following documents: NDIS Support Catalogue 2025-26 and NDIS Pricing Arrangements and Price Limits 2025-26, which are valid from October 2026.

APPENDIX:

2026 NDIS SUPPORT ITEMS

PROGRAM DELIVERY COMPONENTS:

1. **Assessment:** Intake process and outcomes evaluation (varies across SAS Providers)
2. **Child Sessions:** (2 x delivery format options)
3. **Parent Group Meetings:** (3 x delivery format options)
4. **School:** School and/or Teacher Contact (varies across SAS Providers)
5. **Physical Resources:** E-Telligence Packs
6. **Other:** Program Elements

Key	Core Program Areas
	Assessment
	Child Group Sessions
	Parent Group Sessions
	School-Teacher Contact
	Software, Devices & Internet
	Other

The following document is designed as a brief summary on the SAS Program as well as commonly used Support Items. Please refer to the NDIS Support Catalogue 2025-26 and NDIS Pricing Arrangements and Price Limits 2025-26 for specific information and for information on the use of the SAS Small Group rogram refer to Secret Agent Society Small Group Program Digital Edition NDIS Guide 2025-26.

1. **Assessment:** Intake process and outcome evaluation

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	No of Sessions/ Modules	Estimated Session Hours
Intake and Pre-Assessment							
Pre/Post-Assessment	**Intake interview + Q're administration, scoring and interpretation – Parent, Teacher, Child, school observation**	Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	1	**1-5.5**
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	1	**1-5.5**
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	1	**1-5.5**
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	1	**1-5.5**
		Improved Daily Living Skills	15_613_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Developmental Educator)	Yes	1	**1-5.5**
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	1	**1-5.5**
		Therapeutic Supports	01_661_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All	**-**
		Therapeutic Supports	01_665_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All	**-**
		Therapeutic Supports	01_701_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All	**-**
		Improved Relationships	11_023_0110_7_3	Behaviour Management Plan Incl. Training in Behaviour Management Strategies	Yes	3	**1-3**

- Provision of Pre and Post Assessment services may vary across SAS Providers and participant need. The recommended minimum hours do not include any travel time to complete interview or assessment activities.
- NDIS Claims for Telehealth Services should be made using the relevant support item as indicated in NDIS Pricing Arrangements and Price Limits by using the "Telehealth Services" option in the myplace portal (see page 21 for restrictions).

2. Child Club Meetings (2 x delivery format options)

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	No of Modules	Recommended Minimum Session Hours	Minimum Program Delivery Hours
				Child Therapy Session				
Modules	**SAS Child Sessions**	Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	11-22	0.75-3	**16.5**
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	11-22	0.75-3	**16.5**
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	11-22	0.75-3	**16.5**
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	11-22	0.75-3	**16.5**
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	11-22	0.75-3	**16.5**
		Improved Daily Living Skills	15_613_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Developmental Educator)	Yes	11-22	0.75-3	**16.5**
				or				
		Improved Relationships	11_022_0110_7_3	Specialist Behavioural Intervention Support	Yes	11-22	0.75-3	**16.5**
		Increased Social and Community Participation	09_009_0117_6_3	Skills Development & Training	No	11-22	0.75-3	**16.5**
		Improved Relationships	11_024_0117_7_3	Individual Social Skills Development	Yes	11-22	0.75-3	**16.5**
		Therapeutic Supports	01_661_0128_1_3	Assessment Recommendation Therapy or Training Supports (Other Therapy)	Yes	all		
		Therapeutic Supports	01_665_0128_1_3	Assessment Recommendation Therapy or Training Supports (Other Therapy)	Yes	all		
		Therapeutic Supports	01_701_0128_1_3	Assessment Recommendation Therapy or Training Supports (Other Therapy)	Yes	all		

- Child Therapy Sessions are usually delivered as 90-minute or 45-minute modules (full or spilt modules)
- NDIS Claims for Telehealth Services should be made using the relevant support item as indicated in NDIS Pricing Arrangements and Price Limits by using the "Telehealth Services" option in the myplace portal (see page 21 for restrictions).
- For rules surrounding Claiming for Group Supports refer to Page 34 of the NDIS Pricing Arrangements and Price Limits 2025-2026

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3. Parent Group Meetings (3 x delivery format options)

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	Minimum Delivery Hours per session	Modules	Minimum Recommended Hours
Information Session & Parent Group Meetings								
Modules	SAS Parent Group Meetings & Follow Up	Improved Daily Living Skills	15_038_0117_1_3	Training for Carers/Parents	Yes	30min- 2hrs	4-23	9.5
or								
		Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	30min - 2hrs	4-23	9.5
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	30min - 2hrs	4-23	9.5
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	30min - 2hrs	4-23	9.5
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	30min - 2hrs	4-23	9.5
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	30min - 2hrs	4-23	9.5
		Improved Daily Living Skills	15_613_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Developmental Educator)	Yes	11 - 22hrs?	0.75-3	16.5
or								
		Improved Relationships	11_023_0110_7_3	Behaviour Management Plan Incl. Training in Behaviour Management Strategies	Yes	30min - 2hrs	4-23	9.5
		Therapeutic Supports	01_661_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All		
		Therapeutic Supports	01_665_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All		
		Therapeutic Supports	01_701_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All		

- Parent Training Modules are usually delivered as a single 2hour introduction session followed by: 22 x 30min modules, 11 x 45 minute modules or 3x2 hour modules
- NDIS Claims for Telehealth Services should be made using the relevant support item as indicated in NDIS Pricing Arrangements and Price Limits by using the "Telehealth Services" option in the myplace portal (see page 21 for restrictions).

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4. School: School and/or Teacher Contact (Varies across SAS Providers)

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	Minimum Delivery Hours per session	Minimum Recommended Hours
**Information Session & Parent Group Meetings**							
Modules	**SAS School Information Session & Teacher Check-Ins**	Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	30min – 2hrs	**2-9**
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	30min – 2hrs	**2-9**
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	30min – 2hrs	**2-9**
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	30min – 2hrs	**2-9**
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	30min – 2hrs	**2-9**
**or**							
		Improved Relationships	11_022_0110_7_3	Specialist Behaviour Intervention Support	Yes	30min – 2hrs	**2-9**
		Improved Relationships	11_023_0110_7_3	Behaviour Management Plan Incl. Training in Behaviour Management Strategies	Yes	30min – 2hrs	**2-9**
		Improved Relationships	11_024_0117_7_3	Individual Social Skills Development	Yes	30min – 2hrs	**2-9**
		Therapeutic Supports	01_661_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All	
		Therapeutic Supports	01_665_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All	
		Therapeutic Supports	01_701_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	All	

- Provision of the School Information Session and Teacher Check-ins may vary across SAS Providers and participant need. The recommended minimum hours do not include any travel time to complete activities.

5. Physical Resources: E-Telligence Packs

- Some SAS materials may be considered consumable learning resources, and access to them may be supported by consumable/assistive technology devices and services.

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name
Assistive Technology	05_222100115_0124_1_2	Communication AT: Non-Electronic Devices, Books or Tools for Face to Face

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6. Other: Program Elements

- **Additional Adult Group Therapy Assistant and Between Session Mentor Support**

  Consider the use of these codes for both assistants during group meetings and Mentor role (if a professionally contracted adult is providing Mentor support).

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name
Improved Daily Living Skills	15_052_0128_1_3	Therapy Assistant – Level 1
Improved Daily Living Skills	15_053_0128_1_3	Therapy Assistant – Level 2
Improved Daily Living Skills	15_043_0128_1_3	Counselling Assessment
Improved Daily Living Skills	15_038_0117_1_3	Training For Carers/Parents
Community Engagement Assistance	15_045_0128_1_3	Improved Daily Living Skills
Improved Daily Living Skills	09_591_0117_6_3	Activity Based Transport
Increased Social and Community Participation	09_011_0125_6_3	Community Participation Activities
Life Transition Planning Incl. Mentoring Peer-Support And Individual Skill Development	09_006_0106_6_3	Increased Social and Community Participation

- **Non-Face-to-Face Support** (recommended where possible to be identified on the Participant's Service Agreement)

  - Reviewing between session activity and progress
  - Skill Tracker Set Up and Completion and prompting between sessions.
  - Teacher support or Teacher Tip Sheet Set administration between sessions
  - Consultation with participant's education and clinical network

  * For restrictions surrounding Claiming for non-direct Services refer to Page 21 of the NDIS Pricing Arrangements and Price Limits 2025-2026.

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- **Sensory Supports During Session**

  ○ Specialist sensory supports for children with specific needs may also be covered, for more information see NDIS Support Catalogue 2025-26

- **Centre Costs and Use**

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	Registration Group Name
Assistance with Social, Economic and Community Participation *(Core Support)*	04_599_0136_6_1	Centre Capital Cost	Group and Centre Based Activities

- **Travel Time** (recommended where possible to be identified on the Participant's Service Agreement)

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	Registration Group Name
Increase Social and Community Participation	09_799_0117_6_3	Provider travel - non-labour costs	Development of Daily Living and Life Skills
Improved Relationships	11_799_0110_7_3	Provider travel - non-labour costs	Specialist Positive Behaviour Support
Improved Relationships	11_799_0117_7_3	Provider travel - non-labour costs	Development of Daily Living and Life Skills
Improved Daily Living Skills	15_799_0118_1_3	Provider travel - non-labour costs	Early Intervention Supports for Early Childhood
Improved Daily Living Skills	15_799_0128_1_3	Provider travel - non-labour costs	Therapeutic Supports

To determine whether the support being delivered is regional, remote or very remote refer to page 32 of the NDIS Pricing Arrangements and Price Limits 2025-2026

For restrictions surrounding Claiming for Provider Travel refer to Page 22 of the NDIS Pricing Arrangements and Price Limits 2025-2026

- **Cancellation Fees:** (recommended where possible to be identified on the Participant's Service Agreement)

For restrictions surrounding Cancellation Fees refer to the NDIS Pricing Arrangements and Price Limits 2025-2026